

Appendix A: PPA+ Excerpts

Elementary PPA+ Candidate Handbook 2008-09

modified from
*Performance Assessment for California Teachers (PACT)*¹

For University of Washington
College of Education
Teacher Education Program (TEP)

In this performance based assessment for UW College of Education teacher education candidates, the Washington State Performance-Based Pedagogy Assessment of Teacher Candidates (PPA) and the Performance Assessment for California Teachers (PACT) have been integrated to respond to the state of Washington requirements for teacher candidates in a residency certificate program. Conceptual and procedural elements from the PACT have been subjected to careful validity and reliability evaluation and provide substitute equivalent evidence of UW TEP teacher candidates' ability to use evidence of student learning to guide their planning and instruction.

Overview of the PPA+

Focus on student learning

In this performance assessment, you will show the strategies you use to make literacy or mathematics accessible to your students, and how you support students in learning to read, write, and use academic language. You will explain the thinking underlying your teaching decisions and analyze the strategies you use to connect students with the content you are teaching. You will examine the effects of your instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

Select a unit of instruction

A unit is a set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments. If you teach literacy or mathematics to more than one class of students, focus on only one class.

For the PPA+, you will **plan a unit of about one week (approximately 3-5 lessons)** that is designed to develop students' ability in literacy to comprehend and/or compose text. If your unit focuses on mathematics instruction, your plans should support students in building conceptual understanding, computational/procedural fluency, and mathematical reasoning skills. The unit should develop literacy or mathematical skills and strategies and include learning objectives for both the curriculum content and the development of academic language related to that content. A Glossary of terms used in the Teaching Event appears on pages 20-21.

Submit teaching artifacts and analysis

You will submit lesson plans, copies of instructional and assessment materials, one video clip of your teaching, a summary of whole class learning, and an analysis of student work samples. You will also write commentaries describing your teaching context, analyzing your teaching practices, and reflecting on what you learned about your teaching practice and your students' learning. The instructions in the following pages will guide you in putting together the instructional materials, video selection, student work samples, and commentaries required in this performance assessment.

Assessment of your PPA+

Your PPA+ should clearly demonstrate how your practice meets the requirements for Standard V in the Washington Administrative Code (WAC) Residency Standards. A list of these requirements appears at the end of this Handbook. Your University Supervisor/Coach will be supporting you through the completion of your PPA+. Scoring rubrics have been developed to align with these professional expectations for classroom teachers.

SOCIAL STUDIES SCORING RUBRICS AND SCORING SUMMARY FORM

Circle the score given for each rubric.

PLANNING

Review these Task 1 & 2 sources for evidence to support score:

*Task 1 Context Form
Context Commentary*

*Task 2 Lesson Plans
Instructional Materials
Planning Commentary*

H1 Establishing a balanced instructional focus	1	2	3	4
H2 Making content accessible	1	2	3	4
H3 Designing assessments	1	2	3	4

INSTRUCTION

Review these Task 3 sources for evidence to support score:

*Video Clip(s)
Lesson Plan
Instruction Commentary*

(and consider previously reviewed Task 1 & 2 sources)

H4 Engaging students in learning	1	2	3	4
H5 Monitoring student learning during instruction	1	2	3	4

ASSESSMENT

Review these Task 4 sources for evidence to support score:

*Evaluative Criteria or Rubric
Student Work Samples
Assessment Commentary
(and consider previously reviewed Task 1, 2, & 3 sources)*

H6 Analyzing student work from an assessment	1	2	3	4
H7 Using assessment to inform teaching	1	2	3	4

REFLECTION

Review these Task 5 sources for evidence to support score:

*Daily Reflections
Reflective Commentary
(and consider previously reviewed Task 1, 2, 3, & 4 sources)*

H8 Monitoring student progress	1	2	3	4
H9 Reflecting on learning	1	2	3	4

ACADEMIC LANGUAGE

Consider evidence from all Teaching Event tasks to support score.

H10 Understanding language demands	1	2	3	4
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CONFIDENCE IN RATINGS

Overall, how confident are you in the ratings that you gave this candidate? (*Circle one*)

Not confident

Somewhat confident

Confident

Very confident

HOLISTIC IMPRESSION OF PERFORMANCE IN TEACHING EVENT

(*Circle one*)

We would like to collect your impression of the performance in the Teaching Event independent of the PACT scoring system. Please use your personal criteria for judging beginning teaching to answer the following question: If the evidence of teaching practice in this Teaching Event were typical of a candidate's current level of practice, what would be your recommendation with respect to awarding them a teaching credential? (*Circle one number*)

1

2

3

4

Would not recommend
for a Teaching Credential
at this time (candidate's areas
of weakness cause concerns
for being the teacher of record)

Recommendation
for a Teaching Credential
(has areas of strength that
will carry candidate while
s/he works on areas that
need improvement)

Strong recommendation for a
for a Teaching Credential
(solid foundation of beginning
teaching skills)

Strong recommendation with
distinction for a Teaching Credential
(exceptional performance
for a beginner)

Comments/Concerns/Interesting Issues raised by this Teaching Event (record more general comments/concerns on your Scorer Feedback form):

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Do you know this candidate? ☐ Yes ☐ No

If yes, in what role? (*Check all that apply.*) ☐ Supervisor ☐ Instructor ☐ Other _____
(Please describe role)

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PLANNING: ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS H1: How do the plans structure student learning of how to use facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> The standards, learning objectives, learning tasks, and assessments either have no central focus or a one-dimensional focus (e.g., solely on facts or a singular interpretation of an historical event or social science phenomenon). 	<ul style="list-style-type: none"> The standards, learning objectives, learning tasks, and assessments have an overall focus that is primarily one-dimensional (e.g., learning facts or a singular interpretation of an historical event or social science phenomenon). The focus includes vague connections among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon. 	<ul style="list-style-type: none"> Learning tasks <i>or</i> the set of assessment tasks focus on multiple dimensions of history-social science learning through clear connections among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon. A progression of learning tasks and assessments is planned to build understanding of the central focus of the learning segment. 	<ul style="list-style-type: none"> Both learning tasks <i>and</i> the set of assessment tasks focus on multiple dimensions of history-social science learning through clear connections among facts, concepts, interpretations, and judgments about an historical event or social science phenomenon. A progression of learning tasks and assessments guides students to build deep understandings of the central focus of the learning segment.

Key evidence that supports the assigned score:

Score: _____

PLANNING: MAKING CONTENT ACCESSIBLE H2: How do the plans make the curriculum accessible to the students in the class?
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Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Plans refer to students' experiential backgrounds², interests, or prior learning³ that have little or no relationship to the learning segment's standards/objectives. OR There are significant content inaccuracies in plans that will lead to student misunderstandings. 	<ul style="list-style-type: none"> Plans draw on students' experiential backgrounds, interests, or prior learning to help students reach the learning segment's standards/objectives. Plans for implementation of learning tasks include support to help students who often struggle with the content. 	<ul style="list-style-type: none"> Plans draw on students' prior learning as well as experiential backgrounds or interests to help students reach the learning segment's standards/objectives. Plans for learning tasks include scaffolding or other forms of structured support⁴ to provide access to grade-level standards/objectives. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> Plans include well-integrated instructional strategies that are tailored to address a variety of specific student learning needs.

Key evidence that supports the assigned score:

Score: _____

PLANNING: DESIGNING ASSESSMENTS H3: What opportunities do students have to demonstrate their understanding of the standards/objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> There are limited opportunities provided for students to learn what is measured by assessments. OR There is a significant mismatch between 	<ul style="list-style-type: none"> Opportunities are provided for students to learn what is assessed. It is not clear that the assessment of one or more standards 	<ul style="list-style-type: none"> Opportunities are provided for students to learn what is assessed. The assessments allow students to show some depth of understanding or skill with respect to the 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> Assessments are modified, adapted, and/or designed to allow students with special needs opportunities to demonstrate understandings and

² Cultural, linguistic, social, economic

³ In or out of school

⁴ Such as multiple ways of representing content; modeling strategies for interpreting primary sources or history-social science data; providing graphic organizers, rubrics, or sample work; strategic groupings of students.

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one or more assessment instruments or methods and the standards/objectives being assessed.	o/objectives go beyond surface-level understandings.	standards/objectives. <ul style="list-style-type: none"> The assessments access both productive (speaking/writing) and receptive (listening/reading) modalities to monitor student understanding. 	skills relative to the standards/objectives.
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Key evidence that supports the assigned score:

Score: _____

INSTRUCTION: ENGAGING STUDENTS IN LEARNING H4: How does the candidate actively engage students in their own understanding of how to critically evaluate accounts or interpretations of an historical event or social science phenomenon and defend their judgments?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Students have limited opportunities in the clips to engage with content in ways likely to improve their abilities to critically evaluate accounts or interpretations of an historical event or social science phenomenon and to defend their judgments. OR The clips do not focus on critically evaluating and 	<ul style="list-style-type: none"> Strategies for intellectual engagement seen in the clips offer opportunities for students to evaluate accounts or interpretations about an historical event or social science phenomenon and to defend their own judgments. 	<ul style="list-style-type: none"> Strategies for intellectual engagement seen in the clips offer structured opportunities for students to actively evaluate accounts or interpretations about an historical event or social science phenomenon and to defend their own judgments. These strategies reflect attention to student characteristics, learning needs, 	<ul style="list-style-type: none"> Strategies for intellectual engagement seen in the clips offer structured opportunities for students to actively evaluate accounts or interpretations about an historical event or social science phenomenon and to defend their own judgments. These strategies are explicit, and clearly reflect attention to students with

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defending judgments about accounts or interpretations about an historical event or social science phenomenon. OR • Classroom management is problematic and student behavior interferes with learning.		and/or language needs.	diverse characteristics, learning needs, and/or language needs.
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Key evidence that supports the assigned score:

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INSTRUCTION: MONITORING STUDENT LEARNING DURING INSTRUCTION H5: How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The candidate primarily monitors student understanding by asking surface-level questions and evaluating student responses as correct or incorrect. • Candidate responses are not likely to promote student thinking. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Materials or candidate responses include significant content inaccuracies that will lead to student misunderstandings. 	<ul style="list-style-type: none"> • The candidate monitors student understanding by eliciting student responses that require evaluations of history/social science accounts or interpretations. • Candidate responses represent reasonable attempts to improve student abilities to critically evaluate accounts or interpretations about an historical event or social science phenomenon and to defend their judgments. 	<ul style="list-style-type: none"> • The candidate monitors student understanding by eliciting student responses that require evaluations of history/social science accounts or evaluations of interpretations. • Candidate responses build on student input to guide improvement of students' abilities to critically evaluate accounts or interpretations about an historical event or social science phenomenon and to defend their judgments. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> • The candidate elicits explanations of student evaluations or interpretations, and uses these explanations to further the understanding of all students.

Key evidence that supports the assigned score:

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ASSESSMENT: ANALYZING STUDENT WORK FROM AN ASSESSMENT H6: How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> • The criteria/rubric and analysis have little connection with the identified standards/objectives. OR • Student work samples do not support the conclusions in the analysis. 	<ul style="list-style-type: none"> • The criteria/rubric and analysis focus on what students did right or wrong in relationship to identified standards/objectives. • The analysis of whole class performance describes some differences in levels of student learning for the content assessed. 	<ul style="list-style-type: none"> • The criteria/rubric and analysis focus on patterns of student errors, skills, and understandings to analyze student learning in relation to standards/objectives. • Specific patterns are identified for individuals or subgroup(s) in addition to the whole class. 	All components of Level 3 plus: <ul style="list-style-type: none"> • The criteria/rubric and analysis focus on partial understandings as well. • The analysis is clear and detailed.

Key evidence that supports the assigned score:

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ASSESSMENT: USING ASSESSMENT TO INFORM TEACHING H7: How does the candidate use the analysis of student learning to propose next steps in instruction?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Next steps are vaguely related to or not aligned with the identified student needs. OR Next steps are not described in sufficient detail to understand them. OR Next steps are based on inaccurate conclusions about student learning from the assessment analysis. 	<ul style="list-style-type: none"> Next steps focus on improving student performance through general support that addresses some identified student needs. Next steps are based on accurate conclusions about student performance on the assessment. 	<ul style="list-style-type: none"> Next steps focus on improving student performance through targeted support to individuals and groups to address specific identified needs. Next steps are based on whole class patterns of performance and some patterns for individuals and/or subgroups. 	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> Next steps demonstrate a strong understanding of both the identified content and language standards/objectives and of individual students and/or subgroups.

Key evidence that supports the assigned score:

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REFLECTION: MONITORING STUDENT PROGRESS H8: How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Daily reflections indicate inconsistent monitoring of student performance. There is limited evidence of adjusting instruction to address student confusion or to challenge students. 	<ul style="list-style-type: none"> Daily reflections identify what students could or could not do within each lesson. Adjustments to instruction are focused on improving directions for learning tasks, time management, or reteaching. 	<ul style="list-style-type: none"> Daily reflections indicate monitoring of student progress toward meeting the standards/objectives for the learning segment. Adjustments to instruction are focused on addressing some individual and collective learning needs. 	All components of Level 3 plus: <ul style="list-style-type: none"> Adjustments to instruction are focused on deepening key skills and understandings related to using facts, concepts, and interpretations to make and explain judgments about a significant historical event or social science phenomenon.

Key evidence that supports the assigned score:

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REFLECTION: REFLECTING ON LEARNING H9: How does the candidate use research, theory, and reflections on teaching and learning to guide practice?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> Reflections on teaching practice are erroneously supported through a significant misapplication of theory or research principles. OR Changes in teaching practice are not based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> Reflections on teaching practice are consistent with principles from theory and research. Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> Reflections on teaching practice are based on sound knowledge of research and theory linked to knowledge of students in the class. Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions. 	<ul style="list-style-type: none"> Reflections on teaching practice integrate sound knowledge of research and theory about effective teaching practice, knowledge of students in the class, and knowledge of content. Changes in teaching practice are specific and strategic to improve individual and collective student understanding of standards/objectives.

Key evidence that supports the assigned score:

Score: _____

ACADEMIC LANGUAGE UNDERSTANDING LANGUAGE DEMANDS H10: How does the candidate describe student language development in relation to the language demands of the learning tasks and assessments?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> The description of the language demands of learning tasks and assessments is superficial. 	<ul style="list-style-type: none"> Moving beyond obvious language errors, the candidate's description of language 	<ul style="list-style-type: none"> The candidate identifies language demands of the learning tasks and assessments that go beyond vocabulary 	<ul style="list-style-type: none"> The candidate identifies language demands of the learning tasks and assessments that go beyond vocabulary

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	demands focuses primarily on vocabulary that students may find challenging and indicates why .	to include specific text types ⁵ or other language demands ⁶ that are challenging for individual students or groups of students. <ul style="list-style-type: none"> The candidate discusses students' language strengths as well as needs in relation to the language demands of the learning tasks and assessments. 	to include specific text types or other language demands that are challenging for individual students or groups of students. <ul style="list-style-type: none"> The candidate discusses students' strengths and needs in relation to these language demands and articulates what makes those particular text types or other demands challenging for particular individuals or groups of students.
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Key evidence that supports the assigned score:

Score: _____

ACADEMIC LANGUAGE SUPPORTING ACADEMIC LANGUAGE DEVELOPMENT H11: How do the candidate's planning, instruction, and assessment support academic language development?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> The candidate gives limited support to students to meet the language demands 	<ul style="list-style-type: none"> The candidate attempts to use scaffolding or other support⁷ to 	<ul style="list-style-type: none"> The candidate's use of scaffolding or other support provides access to 	<ul style="list-style-type: none"> The candidate's use of scaffolding or other support provides access to

⁵ Text types can be oral (e.g., formal presentations, role play activities, arguments during a debate, partner or group discussions) and/or written (e.g., timelines, graphs and charts, interpretations of historical events, primary documents).

⁶ These other demands might include understanding a teacher's oral presentation of information, responding to a question in class, listening to or reading directions, sharing information orally with a partner, or compiling information on a graphic organizer.

⁷ Such support might include one or more of the following: modeling of strategies for comprehending or constructing texts; explicit communication of the expected features of oral or written texts (e.g., using

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of the learning tasks. OR • Language and/or content is oversimplified to the point of significantly limiting student access to the core content of the curriculum.	address identified gaps between students' current language abilities and the language demands of the learning tasks and assessments. • These supports provide immediate access to content without providing opportunities for students to develop further language proficiency.	core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency related to the demands of the learning tasks and assessments.	core content while also providing opportunities for students to develop further language proficiency related to the demands of the learning tasks and assessments. • The candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development.
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Key evidence that supports the assigned score:

Score: _____

rubrics, models, and frames); use of strategies that provide visual representations of content while promoting literacy development (e.g., graphic organizers); vocabulary development techniques (context cues, categorization, analysis of word parts, etc.); opportunities to work together with students with different kinds of language and literacy skills, etc.

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